

ADDENDUM

TO THE

RHODE ISLAND MODEL TEACHER EVALUATION & SUPPORT SYSTEM

2013-14



RIDE

Rhode Island
Department
of Education

The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Introduction

The Rhode Island Model Teacher Evaluation and Support System (Rhode Island Model) was fully implemented in 33 districts and 13 public charter schools during the 2012-13 school year. This accomplishment would not have been possible without the hard work and dedication of thousands of Rhode Island educators. Our collective commitment to continuous improvement will help us reach our ultimate goal of ensuring that we have great teachers in every classroom and great principals in every school. Thank you to everyone who contributed to this work!

Over the course of the year, we at the Rhode Island Department of Education (RIDE) received an incredible amount of feedback about what's working well and about what challenges remain. We take this feedback seriously and have used it to make strategic changes that will streamline and improve the design of the system. Even the best designed systems depend on effective implementation in order to achieve the desired results. In addition to continuing to collect feedback, we will continue to provide training and resources and share best practices to help improve the quality of implementation statewide.

How to Use the Addendum

The purpose of this Addendum is to describe changes to the Rhode Island Model and clarify guidance on Student Learning Objectives. It is designed to be a **companion document** to the *Edition II Guidebook* released last year. Together, the *Addendum* and the *Edition II Guidebook* describe the expectations, requirements, and timelines for the Rhode Island Model.

To help educators better understand *how* to implement various aspects of the Rhode Island Model, additional resources are available on the RIDE website, including a recently developed suite of online training modules. Each online module consists of a short, interactive learning experience focused on a specific topic, such as *Using Baseline Data/Information to Set SLO Targets*.

The “Online Resource” icon will be used throughout the Addendum to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 4**. Please note that additional online modules will be developed over time.



Educators can directly access the online resources on the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>

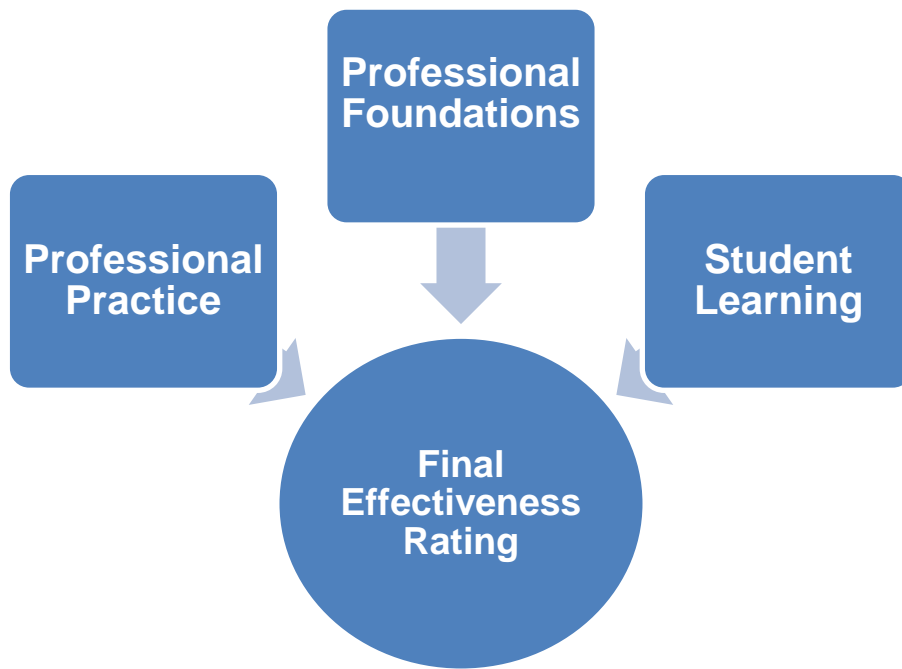
Model Refinement

Rhode Island educators have had a significant voice in revising the Rhode Island Model for the 2013-14 school year. Through surveys, focus groups, working groups, principal shadows, regional meetings, and countless discussions, we collected valuable feedback and weighed every suggestion. While there may still be areas of disagreement, for every change made, we were guided by three key priorities:

- 1. Will this change improve the accuracy of the system?**
- 2. Will this change improve the quality of feedback and support?**
- 3. Will this change make the system easier to use and more efficient?**

One of the most substantial changes to the Rhode Island Model for the 2013-14 school year is the introduction of a Differentiated Evaluation Process for Teachers. The Differentiated Evaluation Process for Teachers provides schools and districts with greater flexibility for classroom observations, evaluation conferences and Professional Growth Plans.

It is important to note that while changes have been made to the Rhode Island Model, the core elements remain the same. The Educator Evaluation System Standards clearly define the requirements for every approved teacher evaluation system in Rhode Island, and all of the changes to the Rhode Island Model fall within those parameters. The Rhode Island Model will continue to rely on multiple measures to paint a fair, accurate, and comprehensive picture of teacher effectiveness. All teachers will be evaluated on Professional Practice, Professional Foundations, and Student Learning to produce a Final Effectiveness Rating.



Changes to the Rhode Island Model

The table below highlights changes made to the Rhode Island Model for the 2013-14 school year. Some of the changes impact the minimum requirements, some are clarifications of existing guidance, and others are improvements to the Educator Performance and Support System (EPSS).

ELEMENT	CHANGE
Evaluation Criteria	<ul style="list-style-type: none"> No change, all teachers will continue to be evaluated on three criteria: Professional Practice, Professional Foundations, and Student Learning.
Professional Growth Plans	<ul style="list-style-type: none"> No change to the requirement, all teachers will set at least one goal at the beginning of the year. The Professional Growth Plan form has been streamlined in the EPSS.
Evaluation Conferences	<ul style="list-style-type: none"> The minimum number of required evaluation conferences is determined by the teacher's previous year's final effectiveness rating and the Differentiated Evaluation Process. Each teacher will have between 1 and 3 Evaluation Conferences.
Teacher Professional Practice Rubric	<ul style="list-style-type: none"> The 8 components of the rubric remain the same, but some of the critical attributes and possible examples have been updated to better align with the Common Core State Standards. The Professional Practice rubric has been adapted from Domains 2 and 3 of the 2013 version of Charlotte Danielson's <i>Framework for Teaching</i>. The classroom observation form in the EPSS has been streamlined.
Classroom Observations	<ul style="list-style-type: none"> The minimum number of required classroom observations is determined by the Differentiated Evaluation Process. Each teacher will have between 1 and 4 classroom observations.
Teacher Professional Foundations Rubric	<ul style="list-style-type: none"> No change to the rubric. The Professional Foundations form has been streamlined in the EPSS.
Student Learning Objectives	<ul style="list-style-type: none"> Some special education teachers will have the flexibility to set a Student Outcome Objective in place of one or more of their Student Learning Objectives. Two changes have been made to the Student Learning Objective Lookup Table for teachers with 2 Student Learning Objectives. The combinations of (1) <i>Exceeded</i> and <i>Nearly Met</i> and (2) <i>Met</i> and <i>Nearly Met</i> will now both equal a score of <i>Full Attainment</i>. The Student Learning Objective form in EPSS has been streamlined Guidance has been updated, including using baseline data, setting targets, and scoring SLOs
RI Growth Model	<ul style="list-style-type: none"> 2013-14 will be the first year teachers who contribute to student learning in math and reading in grades 3-7 will have their Rhode Island Growth Model rating factored into their final effectiveness rating.
Final Effectiveness Rating Calculation	<ul style="list-style-type: none"> No change to the matrices for calculating a final effectiveness rating.
Performance Improvement Plans	<ul style="list-style-type: none"> No change to the requirement, a Performance Improvement Plan must be in place if the teacher earned a final effectiveness rating of <i>Developing</i> or <i>Ineffective</i>. The Performance Improvement Plan form has been streamlined in the EPSS.

Teacher Professional Practice Rubric

The Rhode Island Model's Teacher Professional Practice Rubric was originally adapted from Domains 2 and 3 of the 2011 version of Charlotte' Danielson's *Framework for Teaching*. An updated version of the *Framework* was recently released to better align the tool to the Common Core State Standards, and **the Rhode Island Model's Teacher Professional Practice Rubric is now adapted from the 2013 edition of Charlotte' Danielson's *Framework for Teaching*.**

For the 2013 edition, no changes have been made to the architecture of the Rubric (e.g., the same 8 components). The language changes are primarily located in the possible examples lists of Domain 3:

- 3a: Communicating with Students,
- 3b: Using Questioning and Discussion Techniques,
- 3c: Engaging Students in Learning, and
- 3d Using Assessment in Instruction.

Additionally, educators familiar with the rubric may notice some slight modifications to the language of the rubrics themselves; this was done in the interest of clarity.

However, educators who have become familiar with last year's version of the Teacher Professional Practice Rubric, and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

Educators can download an electronic copy of the 2013 Teacher Professional Practice Rubric from the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelGuidebooksForms.aspx>



For the 2013-14 school year, teachers and evaluators will continue to have access to robust online training and support systems aligned to the Teacher Professional Practice Rubric. Additional details about both systems can be found below:

Online Training and Support for Teachers: The *Framework for Teaching Effectiveness Series* (FFTES) is an online, video-based, training program that explores the eight components of the Rhode Island Model's Teacher Professional Practice rubric. Training includes interactive tools, reflection activities, and practice exercises to give teachers formative feedback on their understanding of the Professional Practice rubric.

Online Training and Support for Evaluators: The *Framework for Teaching Proficiency System* (FFTPS) is an online, video-based, classroom observation training and assessment program for personnel evaluating teachers. Developed by Teachscape, in partnership with ETS and Charlotte Danielson, the FFTPS helps districts implementing the Rhode Island Model promote high-quality classroom observations by providing rigorous practice and calibration exercises for evaluators. The FFTPS includes observation training, scoring practice, and calibration exercises.

Teachers and evaluators can access the FFTES or FFTPS through their RIDemap account.

Teacher Professional Foundations Rubric

The Teacher Professional Foundations Rubric has not changed. It remains a holistic scoring tool with 8 components designed to measure instructional planning and the contributions teachers make as members of their learning community. The process for scoring the components of the Teacher Professional Practice Rubric has also not changed. The components are scored once at the end of the year after the evaluator has reviewed the performance descriptors and the available evidence.

Flexibility Factor

Providing Formative Scores for Professional Foundations

- Schools and districts can choose to provide “formative scores” at the mid-year for Professional Foundations Rubric. On the Mid-Year Conference form in EPSS there is an option to provide a formative score for one or more of the Professional Foundations components.
- A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

Differentiated Evaluation Process for Teachers

Standard 4 of the Educator Evaluation System Standards states that all certified educators must be evaluated at least annually. Standard 4 also states that the specific procedures may vary based on the outcome of prior evaluations, and the Differentiated Evaluation Process reflects our belief that teachers at different performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals. More specifically:

- The aspects of the evaluation process impacted by the Differentiated Evaluation Process are the minimum required number of classroom observations and evaluation conferences, and the type of Professional Growth Plan utilized. All other aspects of the system, including requirements for Professional Foundations, Student Learning Objectives, the Rhode Island Growth Model, and the process for calculating a teacher's Final Effectiveness Rating, remain unchanged.
- Participation in the Differentiated Evaluation Process is primarily determined by the teacher's Final Effectiveness Rating from the previous year. In addition to options for *Ineffective*, *Developing*, *Effective*, and *Highly Effective* ratings, teachers who earn a Final Effectiveness Rating of *Effective* with a 3 or 4 for their combined Professional Practice and Professional Foundations score (PP x PF) have the same minimum requirements as a teacher who earned a *Highly Effective* final effectiveness rating.
- Teachers without a Final Effectiveness Rating from the previous year (e.g., first-year teachers or teachers new to Rhode Island) will follow the full evaluation process, including a minimum of 3 classroom observations and 3 evaluation conferences.
- The year following a teacher's certification renewal, a full evaluation will be required, regardless of the teacher's Final Effectiveness Rating from the previous year. For teachers who hold life certification, a full evaluation will be required after no more than four years.

Flexibility Factor

The Differentiated Evaluation Process for Teachers:

- The Differentiated Evaluation Process for Teachers establishes new minimum requirements for classroom observations and evaluation conferences, but schools and districts may choose to conduct more than the minimum of either.
- While this document outlines parameters for the Differentiated Evaluation Process, schools and districts may establish local policies that further define the requirements and options. As with all minimum requirements, LEAs are encouraged to consider if the minimum is appropriate considering their goals and needs.

Differentiated Evaluation Process for Teachers: Minimum Requirements

Element	Ineffective	Developing	Effective	Highly Effective OR Effective with a 3 or 4 on the combined Practice/ Foundations Score <i>Option A: streamlined version</i>	Highly Effective OR Effective with a 3 or 4 on the combined Practice/ Foundations Score <i>Option B: project based approach</i>
Professional Growth Plan / Performance Improvement Plan	<ul style="list-style-type: none"> Performance Improvement Plan 	<ul style="list-style-type: none"> Performance Improvement Plan 	<ul style="list-style-type: none"> Professional Growth Plan with at least 1 goal 	<ul style="list-style-type: none"> Professional Growth Plan with at least 1 goal 	<ul style="list-style-type: none"> Plan focuses on a specific area and outlines the steps to be taken for improvement or advancement. Developed with primary evaluator
Evaluation Conferences	<ul style="list-style-type: none"> At least 3 evaluation conferences (Beginning, Middle, and End-of-Year) 	<ul style="list-style-type: none"> At least 3 evaluation conferences (Beginning, Middle, and End-of-Year) 	<ul style="list-style-type: none"> At least 2 evaluation conferences (Beginning and End-of-Year) 	<ul style="list-style-type: none"> At least 1 evaluation conference (End-of-Year) 	<ul style="list-style-type: none"> At least 2 evaluation conferences (Planning and End-of-Year)
Classroom Observations	<ul style="list-style-type: none"> At least 4, including 1 announced and 3 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation 	<ul style="list-style-type: none"> At least 3, including 1 announced and 2 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation 	<ul style="list-style-type: none"> At least 2 (1 must be unannounced) At least 20 minutes All 8 components are scored and written feedback required after each observation 	<ul style="list-style-type: none"> At least 1 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation If the 1 observation is not consistent with the previous year's scores, more observations may be needed 	<ul style="list-style-type: none"> 1 or more observations are built into the teacher's plan At least 1 observation must include a score for each of the 8 components of the rubric Additional observations may be included as part of the plan and focus on specific components, but they will not count toward the teacher's Professional Practice Rating unless all 8 components are scored
Professional Foundations	<ul style="list-style-type: none"> All 8 components are scored holistically by the end of the year 	<ul style="list-style-type: none"> All 8 components are scored holistically by the end of the year 	<ul style="list-style-type: none"> All 8 components are scored holistically by the end of the year 	<ul style="list-style-type: none"> All 8 components are scored holistically by the end of the year 	<ul style="list-style-type: none"> All 8 components are scored holistically by the end of the year
Student Learning Objectives	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4) 	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4) 	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4) 	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4) 	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4)
Rhode Island Growth Model Rating	<ul style="list-style-type: none"> Included for teachers who contribute to student learning in math and reading in grades 3-7 	<ul style="list-style-type: none"> Included for teachers who contribute to student learning in math and reading in grades 3-7 	<ul style="list-style-type: none"> Included for teachers who contribute to student learning in math and reading in grades 3-7 	<ul style="list-style-type: none"> Included for teachers who contribute to student learning in math and reading in grades 3-7 	<ul style="list-style-type: none"> Included for teachers who contribute to student learning in math and reading in grades 3-7
Final Effectiveness Rating	<ul style="list-style-type: none"> PP based at least 4 observations PF based on components 1-8 SL based on SLOs and RIGM (where applicable) 	<ul style="list-style-type: none"> PP based at least 3 observations PF based on components 1-8 SL based on SLOs and RIGM (where applicable) 	<ul style="list-style-type: none"> PP based at least 2 observations PF based on components 1-8 SL based on SLOs and RIGM (where applicable) 	<ul style="list-style-type: none"> PP based at least 1 observations PF based on components 1-8 SL based on SLOs and RIGM (where applicable) 	<ul style="list-style-type: none"> PP based at least 1 observations PF based on components 1-8 SL based on SLOs and RIGM (where applicable)

Measures of Student Learning



The *Measures of Student Learning* section in the Addendum replaces the original section in the Edition II Guidebook. In addition to the changes to the SLO process, this section is intended to help educators better understand how SLOs are fully integrated with curriculum, instruction, and assessment.

Improving student learning is at the center of all our work and measuring student learning is a critical part of our teacher evaluation model. The Rhode Island Model measures a teacher's impact on student learning in two ways: Student Learning Objectives (SLOs) and the Rhode Island Growth Model (RIGM). We include measures of student learning in teacher evaluations because:

- Student learning is the single most important indicator of teacher effectiveness.
- Student learning measures, when combined with classroom observations (Professional Practice) and evidence of Professional Foundations improve the accuracy of the final effectiveness ratings for teachers¹.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.

Student Learning Objectives

The SLO process is student-centered. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments. SLOs fit naturally into the curriculum-embedded work teachers already do. The definition of a Student Learning Objective is a measure of a teacher's impact on student learning through demonstrated progress toward academic goals. Additionally:

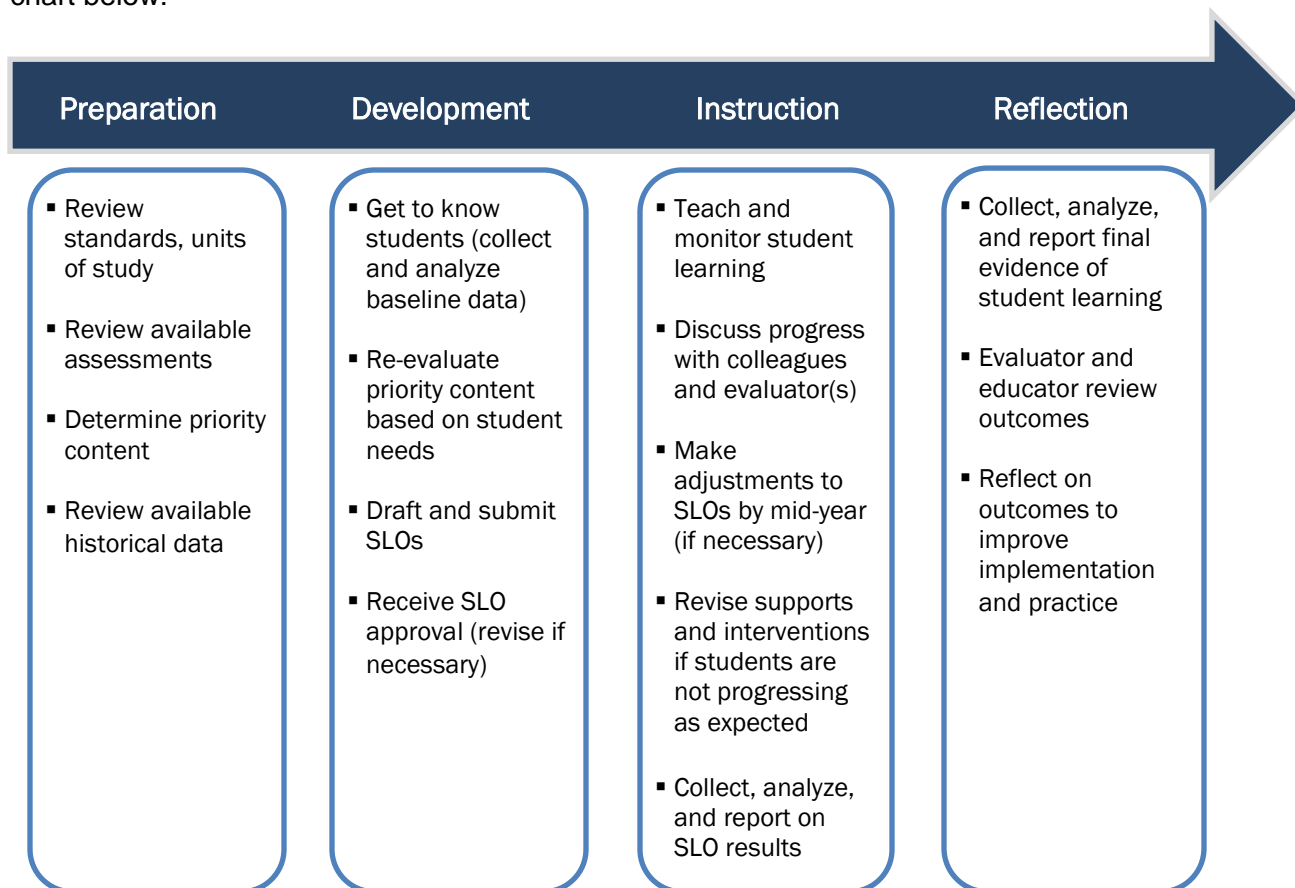
- **The SLO Process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students, while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment processes educators think are best for their specific purposes.** SLOs require teachers to identify the most important learning that occurs within their grade or subject which should be measured by a high quality assessment. If the process of writing an SLO reveals a need for a stronger or more aligned assessment, the teacher can create or select one. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. No assessment should be used just to collect evidence for an SLO.

¹ Kane, T., McCaffrey, D., Miller, T., Staiger, D. (2013). "Have We Identified Effective Teachers?" Research report for the Measures of Effective Teaching project, January.

The Student Learning Objective Process

Teachers should, wherever possible, work collaboratively with grade, subject area, or course colleagues to set SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to the students they teach. The SLO process is meant to foster reflection and conversation about the essential curriculum, instructional strategies, and assessment tools used in classrooms across the state. Those who are the sole teacher for a particular grade, content area or course should, whenever possible, collaborate with teachers of the same content area or course across the district to set SLOs.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



The Anatomy of a Student Learning Objective

The SLO form has been revised based on feedback from educators across the state. These changes include:

- Removing the *Level of Standardization* section (which was often confused with assessment quality)
- Re-sequencing the order of the elements
- Collapsing *Evidence Source*, *Administration*, and *Scoring* into one category

The SLO Form is designed to elicit answers to the following three essential questions:

- 1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?**
- 2. Where are my students now (at the beginning of instruction) with respect to the objective?**
- 3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skill(s)?**

While we have utilized similar essential questions in the past, they have been revised and included on the actual SLO Form in EPSS to guide teachers in the planning process. You will find an updated *Anatomy of a Student Learning Objective* on the following page that incorporates the changes highlighted above as well as the essential questions.

Anatomy of a Student Learning Objective

Title – A short name for the SLO Content Area – The content area(s) to which this SLO applies Grade Level – The grade level(s) of the students Students – The number and grade/class of students to whom this SLO applies Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> Identifies the priority content and learning that is expected during the interval of instruction The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured
	Rationale	<ul style="list-style-type: none"> Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	<ul style="list-style-type: none"> Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	<ul style="list-style-type: none"> Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describes where the teacher expects all students to be at the end of the interval of instruction The target should be measureable and rigorous, yet attainable for the interval of instruction In most cases, the target should be tiered to reflect students' differing baselines
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students Rationale should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

In addition to the changes to the SLO form, guidance has been revised in the following five areas:

1. **Which students to include in SLOs**
2. **What can be utilized for *Baseline Data/Information***
3. **Alignment with building administrator's SLOs and district priorities**
4. **Setting rigorous, yet attainable *Targets***
5. **High-quality, curriculum-aligned assessments to measure student learning**

The following sections provide additional clarification and guidance for each of the five areas listed above.

Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned. An example for a High School Math Teacher is below:

Algebra I			Calculus	
Section A	Section B	Section C	Section A	Section B
Algebra I SLO includes <u>all students in all three sections</u>			Calculus SLO includes <u>all students in both sections</u>	

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general educator's SLO.**

Setting tiered targets according to students' starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

FAQ

Can I write an absenteeism clause into my SLO such as "For those students who are present 80% of the time?"

No, because an SLO must include all students on the roster for the course or area with which the objective is aligned, and attendance clauses potentially exclude students. Teachers are responsible for documenting all students' progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO.

FAQ

I teach in a district with high mobility, so my roster often looks different by January. How do I set targets for students I have never even seen?

You should set your SLOs based upon the students who are on your roster at the beginning of the school year. At mid-year, you and your evaluator should compare your current roster to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the students you teach and exclude students who are no longer on your caseload.

Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. There are many ways that teachers understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- If students have never been exposed to course content (e.g. students taking Spanish) it may be more accurate to consider prior classes performance when setting targets;
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs; it can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean that it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand where their students are in relation to their preparedness to access the material of the class.

For more resources and best practices on gathering baseline data/information see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at:



<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

Aligning Student Learning Objectives

SLOs should be horizontally and vertically aligned, when applicable. When an SLO is *horizontally aligned*, all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

Vertical alignment means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a district goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher's SLOs mirror the building administrator's SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher's SLO relates to the content or skills of the building administrator's SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher's SLOs authentically reflect the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator's SLO.

An example of each type of alignment can be seen below.

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their <i>Targets</i> according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus. The principal adopted both SLOs, with all of the K-2 students included on the literacy one and all of the 3-5 students included on the math.
Supportive Alignment	A middle school is focusing a significant effort on writing across the curriculum and students' ability to respond to informational text in their transition to the Common Core literacy standards. While a building administrator might directly align his or her SLO with English teachers who will share <i>Objective Statements</i> and <i>Evidence Sources</i> , social studies teachers may choose to focus on students' ability to write a research report synthesizing various primary and secondary sources. The skills that the social studies teachers, English teachers, and the building administrator focus on are incredibly similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	Ms. Harney is the music teacher at a middle school. Her principal has written an SLO focused on math and one on literacy. While Ms. Harney often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the school/district did not feel alignment would be appropriate.

NOTE: It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage districts, schools and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

Rigor of Target

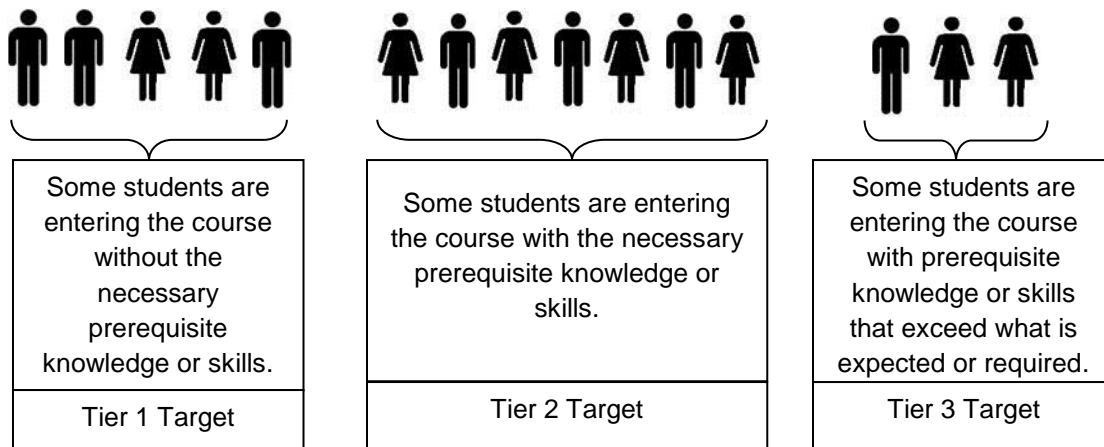
Research shows that students learn more when teachers set goals for their students' learning. Teachers should strive to set goals that are rigorous, yet attainable in their context.

When setting the target(s) for an SLO the teacher should start by considering what content or skills students need to master in order to succeed in the subsequent course or grade and then determine how far they are from achieving it.

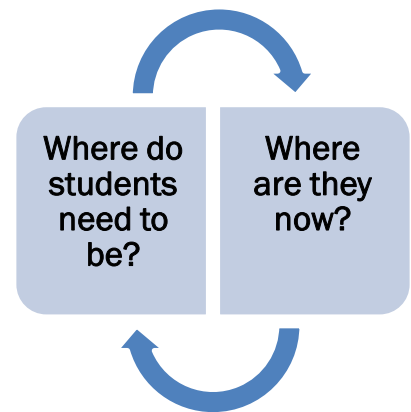
Determining where students need to be includes deciding what that target will look like. Depending on the focus of the Objective Statement, it may be written either as a level of mastery, or in terms of progress.

After the teacher has determined the level of content and skills needed for success, s/he must determine whether progress or mastery is more appropriate. Next, s/he must determine where students stand relative to the end goal by considering baseline data/information. Students arrive with different levels of preparedness for the content. Therefore, targets may be tiered to reflect differentiated expectations for learning just as a teacher differentiates instruction.

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es). Whether or not SLOs are developed individually or with a team, the targets should be analyzed separately for each individual teacher. Evaluators should also provide opportunities for grade-level and department-team meetings and ensure that SLOs are consistently high quality across grade-levels and content areas.



Quality of Evidence

High-quality assessments are essential for accurately measuring students' learning. In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination. Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor; all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation of the assessment, collaborative scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness and usually results in a higher-quality evidence source. In addition, it makes the process more efficient for teachers and evaluators. **However, the selection of an assessment for use in an SLO should always be based primarily on quality.**

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source *aligned* to what is being measured?" Alignment of evidence source refers to:

- **Content** (Ex. The SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (Ex. The SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (Ex. The SLO addresses a variety of DOK² levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. For example, a particular reading assessment might be good for assessing reading fluency and basic comprehension, but not good for assessing students' ability to analyze the style and form of a text. If the SLO includes analyzing style and form that would not be a good assessment to use, even though it is of high-quality (for assessing fluency and basic comprehension).

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>



² DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**



Educators can access the Assessment Toolkit on the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator's use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

English Language Learners

English Language Learners should be incorporated in general educators' SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All teachers should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

There are **two alignment options** for teachers working with English Language Learners:

- **Content-related SLO-** English as a Second Language teachers, whose primary responsibility is content-related support, should align their SLOs to general educators' content-focused SLOs. Since the group(s) of students may differ on each teacher's caseload, targets should be tailored accordingly.
- **English-Language Development SLO -** English as a Second Language teachers whose primary responsibility is students' language development may set SLOs using English Language Development (ELD) goals based on Cook's profiles (for more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>). Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.).

Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs).

SLOs for students with disabilities should be based upon grade-level content standards or Alternate Assessment Grade Span Expectations (AAGSEs), historical data, and other academic information.

Though there may be overlap in the content, assessments, or evidence used, Individualized

Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform SLOs if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

SOOs for students with disabilities are a long term goal set by a special educator that is focused on an outcome that increases access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or an interval of service delivery. An SOO must be specific and measurable, and should be aligned to standards or school or district priorities, where applicable. The evidence used to measure SOOs should focus on student progress toward the outcome. Instruction around functional, organizational, or social-emotional skills supports students' access to the general education curriculum.

Whether special educators utilize SLOs or SOOs, they should tier their targets based on various baseline data/information to ensure the targets are both rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs in which each student has their own target based on the students' individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators should collaborate when setting targets for students with disabilities.

To determine when an SLO or an SOO would be appropriate special educators and their evaluators should use the SLO/SOO Decision Tree on the following page. An online module: *Special Educations and SLOs/SOOs* that further explain which students should be included in an SLO versus an SOO is available on the RIDE website at:

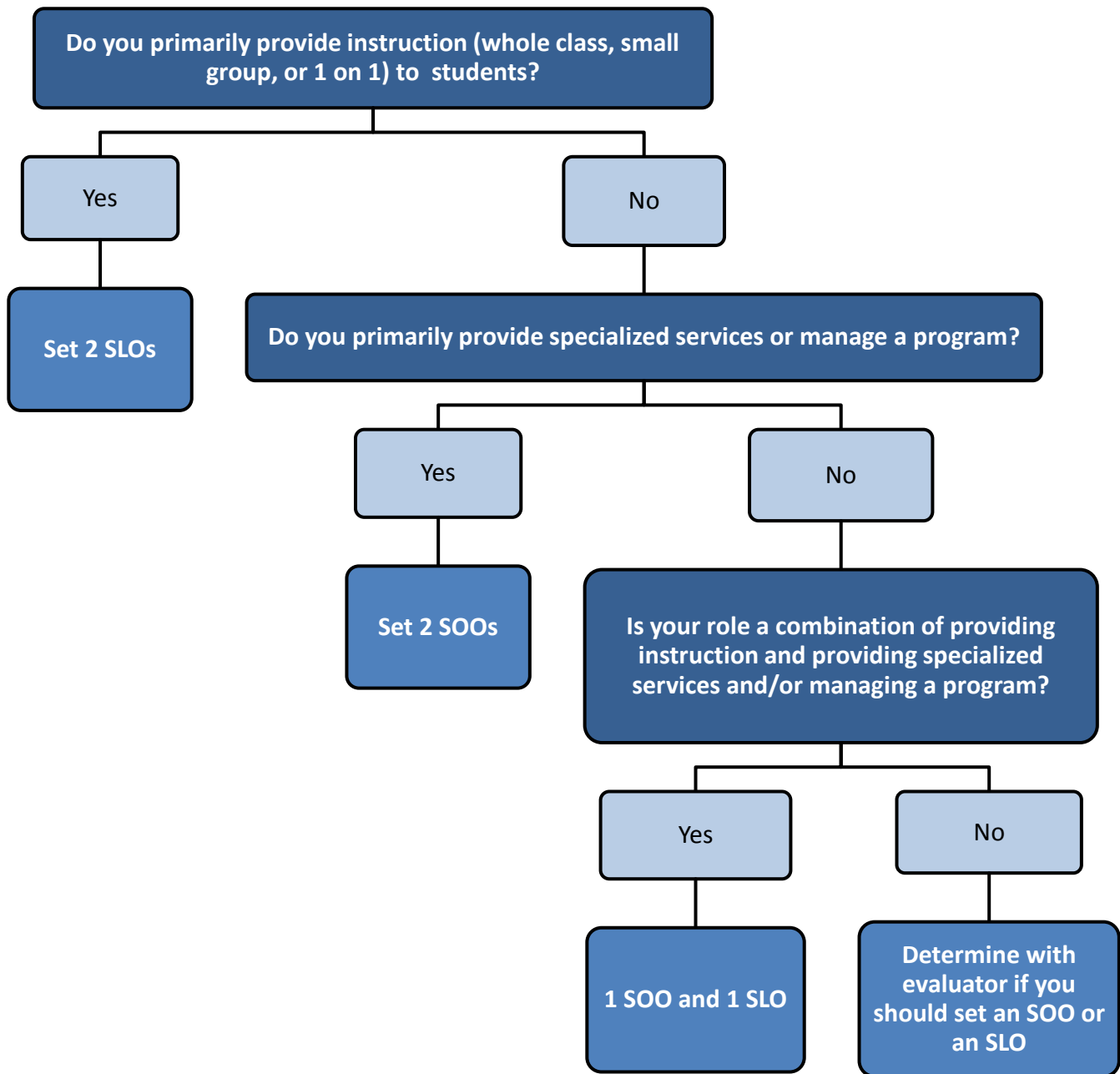


"Specially designed instruction" means adapting, as appropriate, to the needs of an eligible child under this part, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children." Regulation 300.39

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

SLO/SOO Decision Tree

This decision tree is used to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



Anatomy of a Student Outcome Objective

<p>Title – A short name for the SOO</p> <p>Content Area – The content area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the support professional is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
Essential Questions: What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> The objective statement describes the specific outcome that the support professional is working to achieve. The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.
	Rationale	<ul style="list-style-type: none"> Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.
Essential Questions: Where are my students now with respect to the objective?		
	Baseline Data / Information	<ul style="list-style-type: none"> Information that has been collected or reviewed to support the overall reasoning for the student outcome objective. This information could include survey data, statistics, participation rates, or references to historical trends or observations.
Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval. The targets should be measureable and rigorous, yet attainable.
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community. Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective. Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else). Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).
	Strategies	<ul style="list-style-type: none"> Describe the method, strategies or plan that will be used to achieve your goal.

Approving Student Learning/Outcome Objectives

The process for approving an SLO/SOO has not changed. In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content:** Is the objective focused on the most important material taught in this class? Is it the right grain-size for the interval of instruction?
2. **Rigor of Target(s):** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction? Is it/are they differentiated based on students' starting points?
3. **Quality of Evidence:** Will the evidence source(s) provide the information needed to determine if the objective has been met? Is the assessment of high quality?

Evaluators should use the Approving Student Learning Objective Checklist located in **Appendix 1**, and the Student Outcome Objective Checklist is located in **Appendix 2**).

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

If at the Mid-Year Conference it becomes clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly**
- **Class compositions have changed significantly**
- **New, higher-quality sources of evidence are available**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

NOTE: There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment.

Flexibility Factor

Submission of Data:

Some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs/SOOs. When data become available, the teacher should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs has not changed. It begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Exceeded	<ul style="list-style-type: none"> This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	<ul style="list-style-type: none"> This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	<ul style="list-style-type: none"> This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
Not Met	<ul style="list-style-type: none"> This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Additional Student Learning/Outcome Objective Scoring Guidance

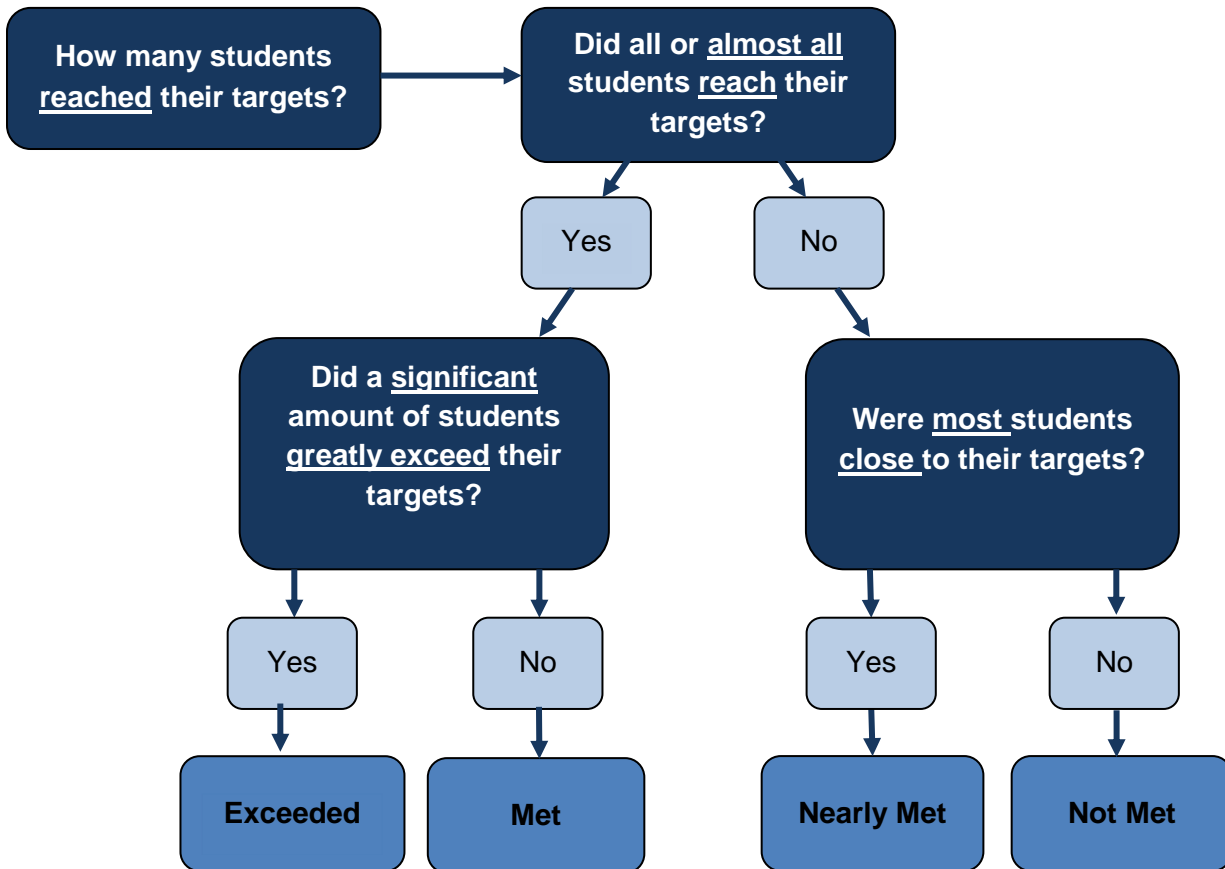
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <70% of students met their target 	<ul style="list-style-type: none"> 70-89% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target AND 25% of students exceeded their target

NOTE: The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO/SOO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored by evaluators, the SLO/SOO Set Scoring Tables are used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. **Changes have been made to the SLO/SOO Set Scoring Table for two SLOs/SOOs.** The combination of (1) *Exceeded* and *Nearly Met* and (2) *Met* and *Nearly Met* now both equal a score of *Full Attainment*. The revised SLO/SOO Set Scoring Table for the educator with 2 SLOs/SOOs is below and the full set of SLO/SOO Set Scoring Tables for 2, 3, and 4 SLOs/SOOs can be found in **Appendix 3**.

SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs

	SLO/SOO 1	SLO/SOO 2	Final
1	Exceeded	Exceeded	Exceptional Attainment
2	Exceeded	Met	Full Attainment
3	Exceeded	Nearly Met	Full Attainment
4	Met	Met	Full Attainment
5	Met	Nearly Met	Full Attainment
6	Exceeded	Not Met	Partial Attainment
7	Met	Not Met	Partial Attainment
8	Nearly Met	Nearly Met	Partial Attainment
9	Nearly Met	Not Met	Minimal Attainment
10	Not Met	Not Met	Minimal Attainment

Student Learning/Outcome Objective Set Scoring Guidance

Exceptional Attainment

- Results across SLOs/SOOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs/SOOs and/or demonstrated an outstanding impact on student learning.

Full Attainment

- Results across SLOs/SOOs indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs/SOOs and/or demonstrated a notable impact on student learning.

Partial Attainment

- Results across SLOs/SOOs indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs/SOOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment

- Results across SLOs/SOOs indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs/SOOs or the educator who has not engaged in the process of setting and gathering results for SLOs/SOOs.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marks the first time that teachers and support professionals who have been designated by their LEA as contributing educators in math and reading in grades 3-7 will have their RIGM rating factored into their Final Effectiveness Rating.

The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:



- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources will be expanding in the weeks and months ahead and can be accessed on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Calculating a Final Effectiveness Rating

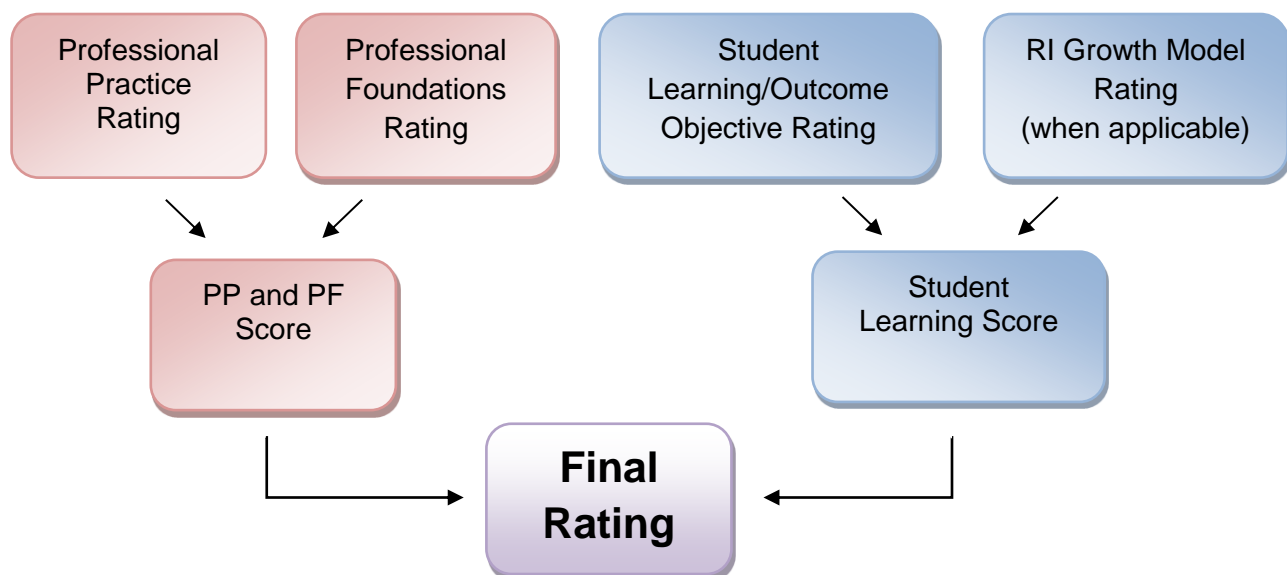
The only change to the process for calculating a Final Effectiveness Rating for teachers is the inclusion of an RIGM Rating for teachers who have been designated by their LEA as contributing educators in math and/or reading in grades 3-7. The 2013-14 school year will be the first time RIGM Ratings are factored into some teacher's Final Effectiveness Rating.

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Foundations score. Teachers will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Foundations, Student Learning/Outcome Objectives, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating.

Components of a Final Effectiveness Rating



NOTE: For teachers without a Rhode Island Growth Model rating, their Student Learning/Outcome Objective rating will be their overall Student Learning score (*Exceptional Attainment* = 4; *Full Attainment* = 3; *Partial Attainment* = 2; *Minimal Attainment* = 1).

Matrices

The Rhode Island Model uses matrices to determine a teacher's Professional Practice and Professional Foundations Score (PP and PF Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PF, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

PP and PF Matrix					
Matrix Used for All Educators		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Student Learning Matrix					
		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

		STUDENT LEARNING			
		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key	
HE	Highly Effective
E	Effective
D	Developing
I	Ineffective

Appendix 1: Approving Student Learning Objectives Checklist

When reviewing individual SLOs at the beginning of the year, evaluators judge the quality of the main criteria to determine their approvability. Some SLOs will be approvable upon submission, while others might require minor or substantial revisions.

Evaluators should use the checklist below to determine if an SLO is acceptable or needs revision. The main criteria are listed on the left hand side with associated indicators of quality to their right. These indicators specify what is necessary in each criterion for an SLO to be of acceptable.

Main Criteria	Indicators	Acceptable	Needs Revision
<i>Basic Information</i>	▪ The interval of instruction is appropriate		
	▪ Includes all students in the selected course(s)		
	▪ Specific number of students are identified		
Priority of Content	▪ Objective Statement identifies specific knowledge and/or skills students should attain		
	▪ Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	▪ Provides a clear explanation of why this content is an appropriate focus and/or area of need		
<i>Baseline Data</i>	▪ Data or information about current student performance is included		
	▪ Data or information helps to ascertain students preparedness to access the Priority of Content		
Rigor of Target	▪ Targets are measurable		
	▪ Targets seem rigorous, yet attainable for all students in the interval of instruction		
	▪ Targets are individualized to the students in the course		
	▪ Targets are informed by baseline data and information		
Quality of Evidence	▪ Assessment(s) measure the identified content/skills of the Objective Statement		
	▪ Assessment is of high-quality		
	▪ Multiple evidence sources are used, when necessary		
	▪ Detailed explanation of assessment administration is included, including how often, when it is administered, and by whom		
	▪ Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions)		
	▪ A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		

Appendix 2: Approving Student Outcome Objectives Checklist

When reviewing individual SOOs at the beginning of the year, evaluators judge the quality of the three main criteria to determine their approvability. Some SOOs will be approvable upon submission, while others might require minor or substantial revisions.

Evaluators can use the checklist below to determine if an SOO is acceptable or needs revision. The main criteria are listed on the left side with associated indicators of quality to their right. These indicators specify what is necessary in each criterion for an SOO to be acceptable.

Main Criteria	Indicators	Acceptable	Needs Revision
<i>Basic Information</i>	▪ The interval of service is appropriate		
	▪ Specific number of students are identified		
Priority of Content	▪ Objective Statement identifies specific knowledge and/or skills students should attain or the specific student outcome that will be affected		
	▪ Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	▪ Provides a clear explanation of why this content is an appropriate focus and/or area of need		
<i>Baseline Data</i>	▪ Data or information about current student performance or behavior is included		
Rigor of Target	▪ Targets are measurable		
	▪ Targets seem rigorous, yet attainable for all students within the interval of service		
	▪ Targets are informed by baseline data and information		
Quality of Evidence	▪ Evidence source(s) measure the identified content/skills or outcome identified in the Objective Statement		
	▪ Evidence source is of high-quality		
	▪ Multiple evidence sources are used, when necessary		
	▪ Description articulates how the evidence will be collected and analyzed or scored (including description of scoring guides, rubrics, or instructions)		
	▪ A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		
<i>Strategies</i>	▪ Method, strategies, or plan that will be used to achieve the objective are described		

Appendix 3: Student Learning/Outcome Objective Scoring Lookup Tables

Table 1: SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO/SOO Scoring Lookup Table for 3 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO/SOO Scoring Lookup Table for 4 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	SLO/SOO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment

Appendix 4: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources are updated frequently and we encourage educators to check back often.

Educator Evaluation Homepage:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>

Rhode Island Model Guidebooks, Addenda, Rubrics, and Forms

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelGuidebooksForms.aspx>

Rhode Island Model FAQs:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelFAQs.aspx>

Online Modules & Tools (including the Assessment Toolkit):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

In-Person Training:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/In-PersonTraining.aspx>

Student Learning/Outcome Objectives:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearningOutcomeObjectives.aspx>

Rhode Island Model Professional Practice & Foundations:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelProfessionalPracticeFoundations.aspx>

Educator Performance and Support System (EPSS):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/EducatorPerformanceandSupportSystemEPSS.aspx>

Rhode Island Growth Model:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Comprehensive Assessment System:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>

Questions? Email: edeval@ride.ri.gov